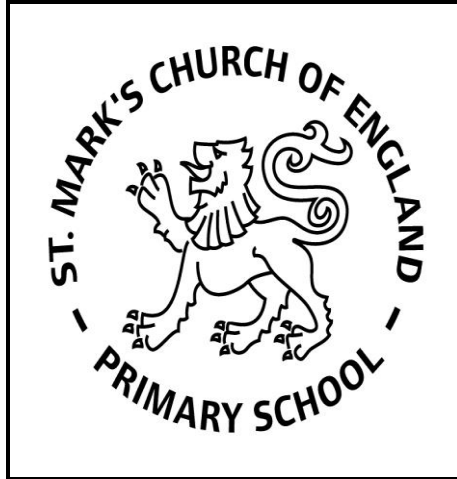
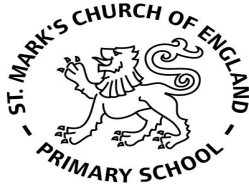


# Music Policy



'Thy Word is a Lamp to my Feet  
and a Light to my Path'  
Psalm 119 v 105

"Every Child, Every Chance, Every Day"



**Every Child, Every Chance, Every Day**

## **St Marks CE Primary School** **Policy for Music**

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

***Thy word is a lamp to my feet and a light to my path.***

***Psalm 119 Vs 105***

***The following five components describe the desired outcomes we offer through it.***

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

### **Aims**

The aims of music education are to:

1. enable each child to grow musically at his/her own level and pace;
2. foster musical responsiveness;
3. support children's instinctive drive for sensory experience;
4. give pupils a means of both verbal and non-verbal experience;
5. develop awareness and appreciation of organised sound patterns;
6. develop instrumental and vocal skills;
7. develop aural imagery;
8. develop sensitive, analytical and critical response to music;
9. develop capacity to express ideas, thoughts and feelings through music;
10. develop awareness and understanding of musical traditions, styles and cultures from other times and places;
11. develop the experience that derives from striving for the highest possible musical and technical standards;
12. foster enjoyment of all aspects of music.

## **Planning and Delivery**

The music curriculum will be based on two main areas of musical development:

1. Performing and Composing
2. Listening and Appraising

With the main emphasis at foundation stage and Key stages 1 and 2 on the first area, Performing and Composing. To ensure that pupils meet a range of coordinated, progressive musical activities the curriculum will be used in unit based schemes of work based on the archived National Curriculum programmes of study. Each of the units has specific learning intentions which build upon previous work thus enabling future resource requirement to be assessed more easily. Links can still be made to current cross-curricular topics and themes, where work in one area will clarify and build upon work in another. Aspects such as music from other times and cultures, our musical heritage or ICT will be included at relevant points throughout the various units, according to the stipulations of the new music curriculum introduced in September 2014.

The music teacher in partnership with their line manager will be responsible for the implementation of music throughout the school. The music teacher will take song practice with the aim of extending the children's song repertoire and providing them with an enriching experience of large group singing. This will have cross-curricular links with Religious Education as the songs will be of a religious nature and be of a worshipful nature. There is in addition, 'Wider Opportunities' provision, delivered by external music teachers from 'Music First', who attend school 1 day per week to teach a year group's 40min/1hr session (currently Year 5).

We have also started, in partnership with AMSI, a wider Opps programme for year 4 where children study with music students from the Guidhall School of music.

Instruments we currently offer are:

- Clarinet
- Trumpet
- Violin
- Cello
- Recorder

## **Resources**

A variety of resources will be used when appropriate, namely:

- Music from the internet
- A range of percussion instruments, tuned and untuned;
- Keyboards and guitars;
- Visiting musicians;
- Our own knowledge and expertise within the school;
- Specialist music teachers

## Ways of responding

Children will have the opportunity to respond in a variety of ways. These may include; dance; drama; written work or discussion.

## Assessment and record keeping

Assessment will be made in accordance with the End of Key Stage Descriptions in the archived National Curriculum. Throughout the year there will be opportunities for assessment and examples of work will be kept in each child's profile and child's self assessment after every project. These may include pictorial notation score, recordings of both work in progress and performance, and work done through other curriculum areas stimulated through listening to music.

## Special Educational Needs

In accordance with the school's own policy for Special Educational Needs (SEN), provision and differentiation is made for pupils in this category. Pupils on the SEN register will receive tasks and support differentiated to meet the requirements of each child's Individual Education plan, where appropriate.

However, work in Music is an area of every class's curriculum where all children are included and enjoy the work in a similar way. Music lessons are accessible to all children at St.Mark's and lessons and activities are planned accordingly.

## Equal Opportunities

All children, regardless of gender, cultural, intellectual or social differences have access to a rich and diverse music curriculum. At St.Mark's we actively encourage children in the school to celebrate everyone's differences and uniqueness. Through music, children are given many opportunities to speak about themselves, their opinions, their background, culture and ideas, bringing positive attitudes to school and an originality to their work. Beyond this, music offers opportunities for particular kinds of expression that are not readily accessible through other areas of the curriculum. Where music of a particular theme or background is concerned, pupils are given opportunities to talk about them from their own perspective, and tackle the work in their own unique way. Music from all styles and backgrounds is performed, shared, discussed, celebrated and valued, both inside and outside of music sessions.

Reviewed and ratified by Governing body	Spring Term 2019		
Next Revision (Please highlight as appropriate)	Annual	<b>Biennial</b>	Tri-annual
To be reviewed	Spring Term 2021		